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ABSTRACT

The process of selecting and maintaining the collection for the community consumes much of the staff's time in public libraries. Small libraries with fewer staff have less time for these activities. This handbook enables staff to use their time most efficiently while doing specific tasks; forms, checklists, and samples are used as guides. The main features of the Handbook are: 1) how to write a collection management plan using a fill-in-the-blank form with clear directions and a sample; 2) a checklist of community information sources; 3) guidelines for library surveys; 4) a quick technique for determining the median age of the collection; 5) list of collection development issues for a sample library; 6) easy-to-use weeding guidelines; 7) sample mission statements and collection policies from Colorado libraries; and 8) Internet policies and resource evaluation Web sites. This Handbook uses the collection management plan as the focus to assist small libraries in the work of continuing to create collections that match the needs and interests of the ever-changing communities. Written for libraries in Colorado, the Handbook supports library efforts to meet the Collection Standards section in the 1997 "Standards for Public Libraries in Colorado." Appendixes include: 1) sample collection management plan; 2) blank collection management plan form; 3) sample library surveys; 4) CREW weeding guidelines; 5) sample mission statements; 6) sample collection policies; and 7) sample internet policies. (AEF)

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Handbook for

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1998

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The Library Collection and the Community: A Handbook for Small Public Libraries

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TABLE OF CONTENTS

About This Handbook page 1

The Collection Management Process page 2

The Collection Management Plan page 4
- A) Profile of the Library Community page 6
- B) Profile of the Library Collection page 8
- C) Selection Objectives page 9
- D) Weeding Objectives page 10
- E) Mission Statements/Policies page 11

Community Profile Techniques page 12
- Where to Find Information page 14
- Library Surveys page 16

Collection Profile Techniques page 18
- Age Analysis of the Collection page 20

Analysis of Profiles page 22
- Sample page 24

Selection page 26
- Resources for Evaluating Web Sites page 28
- Internet Newspaper Sites page 30

Weeding page 31

APPENDICES

Appendix I	Sample Collection Management Plan
Appendix II	Blank Collection Management Plan Form
Appendix III	Sample Library Surveys
Appendix IV	CREW Weeding Guidelines
Appendix V	Sample Mission Statements
Appendix VI	Sample Collection Policies
Appendix VII	Sample Internet Policies

ABOUT THIS HANDBOOK

The heart and soul of any public library is the collection, those carefully chosen books, magazines, videos, cassettes, electronic sources, etc. designed to answer questions or to meet the reading interests of local citizens. The process of selecting and maintaining the collection for the community consumes much of our time in libraries. Small libraries with fewer staff have less time for these activities. This Handbook enables staff to use their time most efficiently doing specific tasks. The Handbook also uses forms, checklists, and samples as guides.

The main features of the Handbook are:

- ✔ How to write a collection management plan using a fill-in-the-blank form with clear directions and a sample
- ✔ Checklist of community information sources
- ✔ Survey do's and don't's
- ✔ Quick technique for determining median age of thecollection
- ✔ List of collection development issues for a sample library
- ✔ Easy-to-use weeding guidelines
- ✔ Sample mission statements and collection policies from Colorado libraries
- ✔ Internet policies and resource evaluation web sites

This Handbook uses the collection management plan as the focus to assist small libraries in the work of continuing to create collections that match the needs and interests of our ever-changing communities.

Written for libraries in Colorado, the Handbook supports library efforts to meet the Collection Standards section in the 1997 Standards for Public Libraries in Colorado. For further information or assistance, public libraries should contact their Regional Library Service System or the Colorado State Library.

THE COLLECTION MANAGEMENT PROCESS

Introduction

What is collection management?

"The public library assembles, organizes, presents, and makes easily and readily available to all people a variety of print materials, non-print materials, and electronic access to information.

Collections need to be current, well-balanced, fresh and dynamic. They must be continually changing to meet the changing needs, tastes and interests of the community.

Materials are selected in anticipation of, as well as in response to, requests from library users."

(from: Standards for Public Libraries in Colorado, Colorado State Library,1997)

What is the collection management process?

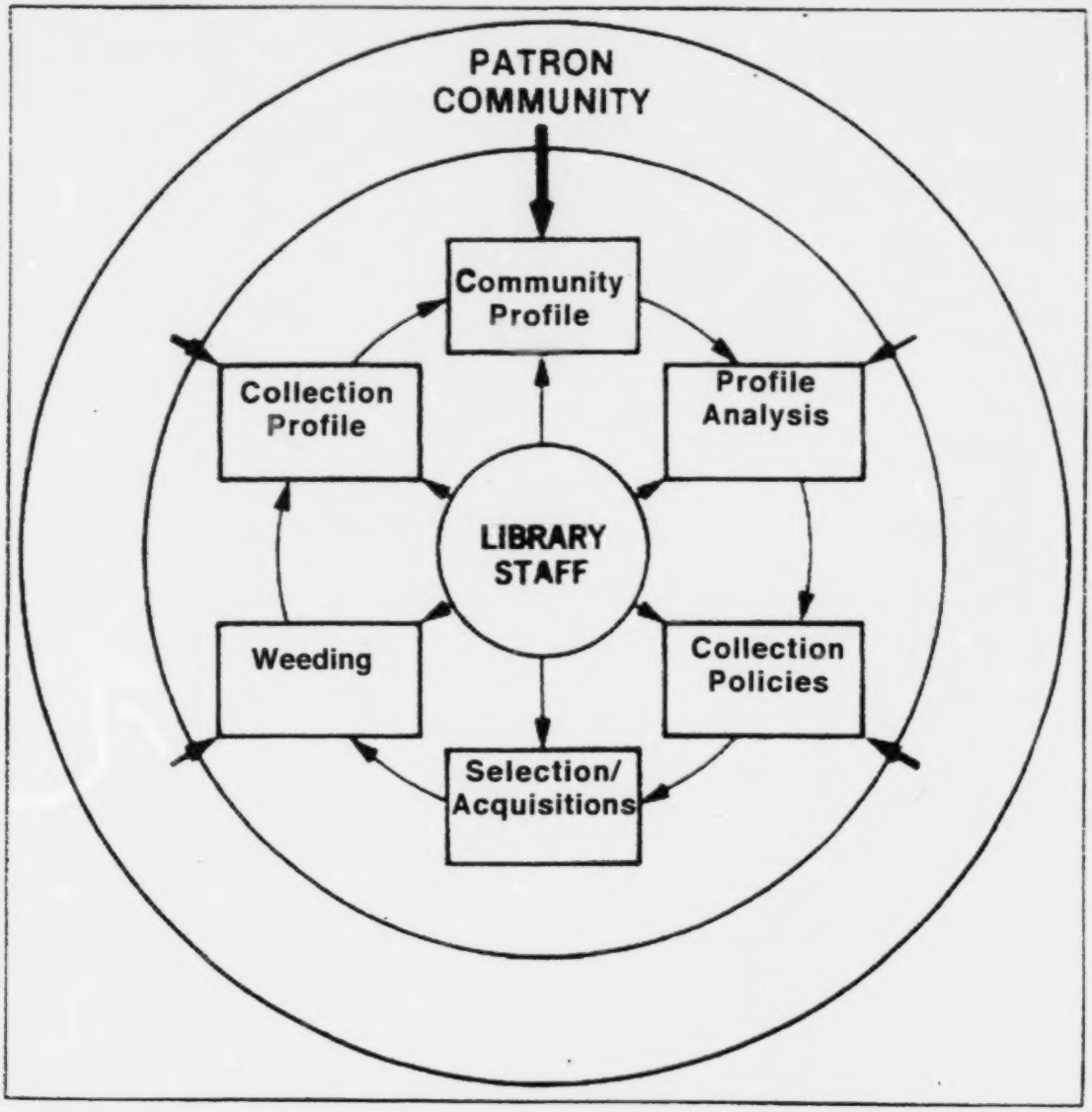
The collection management process describes all of the activities involved in selecting, acquiring, processing, weeding, and evaluating appropriate materials and information.The entire process, as illustrated on page 3, is driven by the needs and interests of two elements:

1) **Library patrons who now use the resources of the local library.**

2) **Members of the library service area who very seldom or never use the resources of the library.**

Both of these groups must be included in the community profile and given consideration in the development of the library's collection management plan.

COLLECTION MANAGEMENT PLANNING PROCESS



Adapted from: G. Edwards Evans, Developing Library and Information Center Collections, 3rd ed., Libraries Unlimited Inc., 1995, p. 18. (Used with Permission)

THE COLLECTION MANAGEMENT PLAN

PLAN = a method worked out beforehand for the accomplishment of an objective

Why do a collection management plan?

A plan can help:

- ✍ **set materials selection priorities**
- ✍ **justify budget increases to local officials**
- ✍ **match the collection to the community as well as the wider world and a variety of viewpoints**
- ✍ **write collection policies**
- ✍ **identify gaps in materials/information resources**
- ✍ **keep the most up-to-date information available**

What would the library collection plan include?

- ✔ Profile of the library community
- ✔ Profile of the collection and its use
- ✔ Objectives for selection of materials/information
- ✔ Objectives for weeding of materials/information
- ✔ Mission statement and collection policies

Here are the

Details of the Plan

A) Profile of the Library Community

This portion of the plan includes what is called demographic or population information plus social and economic characteristics of the community. The community is the library taxing area, but the actual service area may be larger.

Use the federal decennial census as baseline data for comparisons to other towns, counties, or the state to put data in perspective, ie. is a population growth of 8 % high or low for the state. Update census information with current estimates when available. For details see pages 12-17. For examples of data reporting, see pages 1-4 of the sample Plan in Appendix I.

The profile will include information on:

1) Population
   * Total population for the last two census counts plus a current estimate and future projection.
2) Age Levels
   * Age breakdowns detailed enough to identify preschoolers, teenagers, young parents, middle age and senior populations.
3) Racial/Ethnic Composition
   * Percent of the population indicating racial and/or ethnic preferences. Hispanic was a separate category from race on the 1990 census. Non-English speaking as the first language can be added.

4) Education Levels

* Determining what percentage of the community are not high school graduates as well as those who are college graduates.

5) Income Levels

* Can use statistics for per capita income, household median income, or personal income for comparisons. The percent of the population below poverty levels may be a significant measure.

6) Place of Work by County

* In some cases, a large percentage of the population is commuting to another city or county to work.

7) Educational Opportunities

* K-12 education at local school districts, home schooling, and private schools. Child care and day care facilities. Adult education including colleges/universities, continuing education, or vocational schools.

8) Employment Climate

* Major employers plus the economic climate of new businesses moving in and others closing. The local unemployment rate over a period of time for comparison.

9) General Community Information

* Local media sources; institutions such as hospitals, churches, other libraries; most popular recreation activities; retail and service shopping opportunities; and housing types, ages and condition.

B) Profile of the Library Collection

This portion of the plan includes the collection analysis or evaluation. It is the picture of what is in the library and what patrons are using or borrowing.

As much as possible, the data are assembled by the Dewey hundreds breakdown, separating children and adult collections (unless non-fiction is interfiled), fiction, and special collections. For details see pages 18-21. For an example of data collection format, see pages 5-7 of the sample Plan in Appendix I.

This profile will include the following information:

1) Collection Overview

Dewey hundreds and fiction:

a) as a percentage of the total holdings,
b) circulation as a percentage of total circulation,
c) in-library use average per month by sampling
d) interlibrary loans,
e) reference questions not answered by any sources in the collection.

2) Median Age Analysis

a) median age of total holdings,
b) median age of holdings on the shelf OR circulated.

3) Reference Collection Overview

a) total number of reference holdings,
b) as a percentage of total library holdings,
c) and median age of reference books.

C) Selection Objectives for Materials and Information

This portion of the plan includes the results of the analysis (see pages 22-25) of the profiles of the community and the library collection.

The purpose is to pull together information about where the library collection is meeting the needs of the community and where it is not. For details see pags 26-30. For a example of format, see page 8 of the sample Plan in Appendix I.

Information to include:

1) A list of subject areas in which the library is currently adequately meeting patron needs and requests.

2) A list of subject areas, in priority order, where materials and/or information are lacking and/or out-dated and an indication how the demand will be met.

D) Weeding Objectives for Materials

This portion of the plan will identify areas of the library collection that are to be targeted for weeding.

Individual titles will be evaluated to see if they are: out-dated, misleading, no longer meet collection policies, and/or are in poor physical condition. These titles need to be deselected or weeded from the collection. A decision then needs to be made concerning replacement with the same title or a new edition or related information. For details see pages 31-32 plus Appendix IV. For a example of format, see page 9 of the sample Plan in Appendix I.

Information to include:

1) A list of subject areas, in priority order, to be targeted for analysis and weeding.

2) Options for disposal or recycling of materials. (see chapter on Weeding)

E) Mission Statement and Collection Policies

The purpose of the library mission statement and collection development policies are to reflect the community served in relation to their information needs and requests.

Samples of Mission Statements are in Appendix V.

Collection Policy samples are in Appendix VI.

Library Internet Policy samples are in Appendix VII.

ALA Intellectual Freedom Statements can be found at www.ala.org.

COMMUNITY PROFILE TECHNIQUES

Introduction

The community profile is a description of the people and of the environment in the library service area. It is derived from secondary sources as well as general knowledge of the community. This profile will provide the foundation of a study of the community.

Other questions or information may come up to add or substitute for those listed. The profile should be as tailored to the local community as possible.

This profile will be combined with the findings of the collection profile in order to match the books and information in the library to the needs of the people served now and in the future.

Reasons to Complete a Community Profile:

- ✓ **Provide community information to help direct decisions in library mangement**
- ✓ **Pull together available information in one place**
- ✓ **Provide comparisons in future years with current and past information and statistics**
- ✓ **As community background for new staff, volunteers and/or Board members**
- ✓ **Bring to light some new information about the community**

Questions That May Be Answered by a Community Profile:

How many people live in the community?

Who lives there? What is their age, education, income, race, ethnicity, seniors, single parents, etc.?

Where do library users live? In town, the county, surrounding areas, etc.?

Where do they work? Who are the major employers, types of work, in town or commuting, etc.?

Where do they shop? In town, next larger town, county, or state?

Where do they go to school? What are the school districts, day care, home schoolers,colleges, private schools, distance learning opportunities, etc.?

Where do they get their information other than the library? Local media, bookstores, other libraries, home computers, etc.?

Where do they worship? What are the churches and most prevelant denominations?

What do people do for recreation? Is the interest in mountains, reservoirs, golf, swimming pools, recreation centers, outdoors, high school sports, etc.?

How has the community changed over the past years?

What changes might there be in the future in population size, age, race, income or education levels, etc.?

What are the predictions for new businesses, new housing, new schools, etc.?

WHERE TO FIND INFORMATION

Many of the details about the community are common knowledge and easy to find. Use any of the sources listed below, but don't forget the powers of observation of the library staff and Board members to add additional facts. Look at municipal and/or county level information depending on the taxing area as well as the actual use area of the library.

A) Sources of Secondary or Print Information

Local Government:

- ❑ Local school districts
- ❑ County courthouse and/or municipal office
- ❑ County Extension Office
- ❑ City/county parks and recreation department
- ❑ County Department of Human (Social) Services

Local Private Sources:

- ❑ Private schools or home schools
- ❑ Real estate offices
- ❑ Electric/gas/phone/cable companies
- ❑ Chambers of commerce
- ❑ Food banks or shelters

State or Federal Sources:

- ❑ Regional Planning District Offices
- ❑ Colorado Demography Office for census data (303/866-2156 or www.dlg.oem2.state.co.us/demog/datalist/htm)
- ❑ U.S. Census data (http://www.census.gov)

B) Sources of Primary or Firsthand Information

- ❑ Local phone book
- ❑ Local newspapers including daily and weekly
- ❑ Pin or dot survey map where patrons indicate on a large wall map the location of their house
- ❑ Windshield survey or driving around the community with someone taking notes
- ❑ Walking down main street or through shopping centers
- ❑ SURVEY the population served, and here's how -

LIBRARY SURVEYS

SURVEY = a snapshot of conditions at a specific time

TIPS ON DOING LIBRARY SURVEYS:

Who ?

* The community sample should reflect the approximate age breakdowns on the census data.
* Do a sample from the entire population or target one or two groups, such as young parents, seniors, etc.
* Ask only patrons who come into the library or everyone in the service area.

What ?

* Be clear about why you want the answer and how you can use the information.
* Keep it short and to the point.

Why ?

* There are various reasons to do a survey: long range planning, collection development, building proposal, new hours, change in location, level of interest in resources, etc.

When ?

* Select a time when a representative portion of the community is available.
* Consider if you want to include seasonal residents or not.
* Generally, holidays are not a good time.
* Prepare advance publicity for community awareness.

Where ?

* Locate survey questionnaires in the library.
* Place surveys at post offices, stores, in church bulletins, utility bills, or combine with a town survey.
* Two person teams can ask the questions at shopping centers, downtown, banks, sporting events, etc. Be sure to ask for permission from the property owners first.

How ?

* Mail surveys tend to be more costly and should be individualized to increase response.

* Phone surveys have a higher rate of response, but need to be no longer than 10 minutes.

* Reaching non-English speaking people in the community will probably take personal contact.

* Special surveys can be designed for specific groups, such as students, genealogist, business people, etc.

* Avoid using library "jargon" or explain it.

* Fixed-response questions may be answered by "yes" or "no" and are easy to tabulate, but limit responses.

* Open-ended questions ask for an opinion, observation, or suggestion, but take longer to tabulate.

* A combination of the fixed and open-ended questions may be the answer.

* The best length for a written survey is 15 minutes for complete responses.

* Test the questionnaire on a small group for clarity and length.

COLLECTION PROFILE TECHNIQUES

Introduction

The collection profile is a "snapshot" of the books and information in your library by subject or Dewey number and how they are used by the community. Combined with the information you have gathered in the community profile, you will then be able to make some clear decisions about what subject areas need top priority attention for selection and weeding.

Questions that a Collection Profile Can Answer:

What is the library's subject coverage by Dewey category?

What is the depth of the collection by Dewey sub-category?

What is the currency of the collection? What percentage is published in the last five years?

What subject areas of the collection are used by the community?

What areas need to be weeded because they are out-dated and provide mis-information?

In what subjects is the library continually borrowing materials to meet patron requests or not able to answer reference questions?

Steps in a Collection Evaluation Profile

1) Record for the adult nonfiction, juvenile nonfiction, by Dewey number and Fiction sections:

   a) the percent each is of the total number of holdings in the library,
   b) the percent of the total circulation,
   c) number of in-library uses and,
   d) the number of ILL's in that category and unanswered reference questions due to lack of materials.

2) Median age analysis:

   a) Review the next page for sampling techniques for collection age analysis.
   b) Record the median age of non-fiction and fiction starting with areas identified above as being a large percentage of the collection, but with low circulation and/or patron requests are not filled by the collection.

3) Record for reference and each special collection by Dewey number:

   a) the estimated total number of library holdings in each category,
   b) the percent each is of the total number of titles in the library and,
   c) the median age by each category.

AGE ANALYSIS OF THE COLLECTION

Types:

"Average Age" = mean age or the typical copyright date

"Median Age" = mid-point age or the copyright date from which half the books are older and half are newer

"Current Copyright" = the percentage of the titles published in the last five years

Sampling Techniques

Most library circulation software will report the average age of the collections. The average is generally a lower number than the median because the older copyright dates bring it down. Use the average if is it available. However, it is possible to use an easy sampling method to determine median age for overview purposes.

Median age of the entire collection can be determined by noting each copyright date from the shelf list or using the sampling technique described below. For libraries with no shelf list, sampling can be done using titles on the shelf plus those in circulation.

The following is a "quick and dirty" method to determine the median age for specific portions of the collection. It is best for small libraries without many resources for targeting the collection for weeding. Sampling books on the shelf results in a lower median age as they tend to be older titles. Books in circulation can also be sampled by either noting the Dewey hundreds as they are checked out or when returned. Do this for 1 or 2 circulation time periods. These sampling activities do not have to be absolutely scientific. The purpose is simply to locate areas that need more detailed attention.

Steps in Sampling the Collection:

1) Complete the Collection Overview section (page 5) of the Collection Management Plan for the library.
2) Review the holdings and circulation percentages by Dewey hundreds from page 5, and select an area to begin median age sampling. Priority areas would be those with a high percentage of the total collection but a low percentage of the circulation meaning it is underutilized for some reason.
3) Go to the shelf and record the copyright dates of 15 titles in, for instance, the 300's. Try to evenly distribute the books selected. First count the shelving sections in the 300's. If there are 7 sections, then select about 2 books per section. Don't pick all old or new books.
4) List the dates in order as seen below. Include duplicates in the list.
5) Find the date in the middle of the list. That's the median age of the books in the 300's.
6) Compute the average age by adding the column and dividing by 15.
7) Compute the percent published in the last 5 years by noting how many are in the last 5 years and divide that number by 15.

Sample for 300's:

1958
1964
1969
1975 **1983 = average age**
1978
1982
1985
1986 = **median age**
1988
1990
1992
1993
1994 **27% published in last 5 years**
1996
1997

ANALYSIS OF THE PROFILES

Introduction

This step involves combining information gained from the earlier community and library collection profiles. This will help in selection and weeding as well as in more general library management decisions. The Profile Analysis section of the Collection Management Process is actually about asking questions and raising issues, for instance:

Community:

Who lives in the community served? Is it a young population or aging? Are they educated? What percentage is poor or middle class? Is there a lot of diversity?

What segment of the community is the library not reaching? What will help them become users of library services? Do the hours need to be changed? The collection content? Different types of programming?

How has the community changed? How might it change in the future? Are different businesses opening? Is there a growing, stable, or decreasing population? What does this mean for library services?

Collection:

What areas of the collection are the strongest? The weakest? Does this match community needs?

What areas need more copies or up-dating?

Where is the library meeting demand?

What sections need weeding for more space and appeal?

Are there priority areas for purchasing?

What about electronic resources?

Are CD ROMs and/or Internet access important?

End Results

The answers to these questions may or may not be obvious. They may take more time to study or to compare several years of information and statistics. One thing is true, your library community will be better served by the knowledge gained in the process.

23

BRIEF PROFILE ANALYSIS SAMPLE

Based on the sample Collection Management Plan Outline in Appendix I, the following are some of the issues driving future direction of the library's collection and services in this fictional community.

LIST OF COMMUNITY ISSUES:

Population growth, especially in the county

Large numbers of preschool and school age children

Seniors mostly live in the city

Large ethnic and racial diversity and growing

Almost 80% population in the city with no high school diploma or only high school or GED graduates

Almost 50% of the county population have some college or a degree

City population is considerably poorer than county residents

High percentage of commuters who work out of the county for higher paying jobs

Tourism-related jobs in the area with minimum wages connected to the local seasonal ski industry

Limited adult education opportunities

City housing is older but affordable

County housing is newer with no apartments

LIST OF COLLECTION ISSUES:

Collection, and maybe library budget, not keeping up with area growth

Children's materials not a large percentage of the collection or the circulation considering the number of children in the community

High number of ILLs in the areas of 300's, 500's, 600's, and 900's indicates the age of the books and high interest

More than 10 years median age for critical areas of health, science, business, travel which are a good portion of the circulation

Probably a need for more ethnic books and information

Need small business information and services for this growing segment

Work with the nearby hospital library to update the medical information

Need for audio cassette collection for the commuters

Major weeding for total collection but priority to the 300's, 500's, 600's, 700's, and 900's to freshen the collection and increase circulation

Use the Internet to update reference sources

Provide programs for children after school, plus GED, and Adult Literacy

SELECTION

Introduction

The selection process is the bringing together of the community profile factfinding and the library collection data to purchase materials that will meet the most needs in the community. No library has a large enough budget to purchase everything, therefore, wise choices must be made.

Criteria for Selection

In selecting new information for the library, whether it is print, non-print, or electronic, many of the same criteria apply in evaluating one title against a similar title and in view of the total holdings of the library.

Format comes into play in regard to ease of access, cost, currency, and the intended audience. Does it make sense to get online to look up the spelling of a word or the name of the 19th President? On the other hand, can the library afford to have the latest stock information, Mars exploration updates, or medical books on the reference shelf?

Consider the following criteria for books, CD ROM, or Internet sites:

1) Authority - Who wrote the material and is the author qualified?

2) Accuracy - Is it free of errors?

3) Currency - What is the date of the information?

4) Objectivity - Is there any bias in the writing?

5) Content - Is it complete? Is it organized well for ease of access?

Review Sources

(For Internet sources, see the following pages: "Resources for Evaluating Web Sites")

The most common review sources for public libraries are:

Booklist

Library Journal
(The annual April "Best Reference Sources" reviews web sites and CD-ROMs. Also, the monthly article "Collection Development" features specific subject lists, ie. business, sports, medicine, cooking, etc.)

New York Times Review of Books

Publishers Weekly

Wilson Library Bulletin

RESOURCES FOR EVALUATING WEB SITES

WEB EVALUATION CRITERIA LISTS

Evaluating Information Found on the Internet
http://milton.mse.jhu.edu:8001/research/education/net/html

Thinking Critically about WWW Resources
http://www.library.ucla.edu/libraries/college/instruct/critical.htm

The above sites provide a list of questions for users to ask themselves about the authority, accuracy, currency, objectivity, arrangement, and content coverage of a web page much like evaluating a reference book.

LIBRARY RELATED RESOURCES

Internet Public Library (School of Information, Univ. of Michigan)
http://www.ipl.org

This web page is prepared by librarians and has a Reference Center with eleven subject categories with sub-category links that include a description of the sites selected based on value criteria. Also, it has a section "Especially for Librarians" on organizing the web and using the Net to expand library services.

My Virtual Reference Desk - One-Stop Site for All Things Internet
http://www.refdesk.com

Listed on the Internet Public Library site this page has large amounts of links including 270 in Quick Reference/Research, 41 in Encyclopedia, plus Newspapers, Facts, etc. Contains some reviews of current information web sites.

Midnight at the Internet Cafe by Peggy Jobe & Central Colorado Library System
http://www.aclin.org/other/community/maic/Midnight.htm

This quarterly publication focuses on Internet-accessible resources useful to libraries. Online and print editions include reference, history, business, medicine, education, the environment and more.

ACLIN Information Resources
http://www.aclin.org

The subject menus under "Information Resources" are being enhanced with additonal state and local resource links by volunteer librarians in Colorado. The

"Health and Medicine" menu now includes 10 categories such as Healthy Lifestyles,Support Groups, Disease & Conditions, Medicine, Drugs and Lab Tests, Alternative Therapies.

Librarians' Index to the Internet
http://sunsite.Berkeley.edu/InternetIndex

Search or browse about 40 subject categories plus sub-categories giving brief descriptions of links to information web sites.

Internet Freedoms and Filters: Roles and Responsibilities of the Public Librarian on the World Wide Web by James LaRue
http://www.sni.net/~jlarue/iff.html

GENERAL INTERNET SITE REVIEW SOURCES

Magellan Internet Guide
http://www.mckinley.com
Has general review by 15 subject areas. Also, can select "News and Reference" and then "Libraries and Reference" to get reviews of top sites including dictionaries, encyclopedias, general reference, libraries, quotations, etc.

Lyco Top 5%
http://point.lycos.com/categories/index.html
Selective directory of top sites rated by experienced reviewers. 18 subject categories include science, business, education, government, health, kids, careers, and autos. Includes brief description of each site and a direct link.

Channels by Excite
http://excite.com/Reviews
14 subject categories including careers and education (libraries and reference under this category), sports, travel, and business and investing. Short one sentence descriptions of a site, but there are many sub-topics and additional related links.

Articles consulted:

Fox, Ellen L. "The Internet Connection", Action for Libraries, June 1997, pps. 4-5
Fox, Lynn, "Some On-Line (and Off-Line) Resources for Evaluating Information on the World Wide Web", Colorado Libraries, Summer 1996, pps. 46-47
Murray Griffiths, Judith, "The Traditional Selection Process and the Internet", SWIRLS Newsletter, August 1997, p. 8

INTERNET NEWSPAPER SITES

One way to meet a collection development need in the library for newspapers is by pointing to a specific newspaper Internet site. There are certain things to consider when doing this.

Typically, the Internet newspapers offer access to only today's edition. If the site is viewed late in the day, the patron might actually be viewing tomorrow's paper. Unless there is an archive for a special interest story, most papers have no back issues online. The Christian Science Monitor is an exception with online archives back to 1980.

Currently, most newspapers online are free, except the Wall Street Journal which has a subscription fee after 2 weeks of free viewing. Some charge for accessing or downloading any archived articles, but there is no charge for keyword searching.

The newspaper sites usually try to list the sections from the actual print edition. For enhanced news access they might include audio or video sites and/or provide hyperlinks to related subject web sites that compliment the story.

Investigate the following sites to decide if any fulfill the needs of your community for international, national, regional, and/or state news. Be sure to bookmark or place a link on your public access computer for the selected Internet addresses.

National Newspapers:

Christian Science Monitor (http://www.csmonitor.com)
USA Today (http://www.usatoday.com)
Wall Street Journal (http://www.wsj.com)

National Metropolitan Newspapers:

Chicago Tribune (http://www.chicago.tribune.com)
Los Angeles Times (http://www.latimes.com)
New York Times (http://www.nytimes.com)
Washington Post (http://www.washingtonpost.com)

Colorado Metropolitan Newspapers:

Denver Post (http://www.denverpost.com)
Rocky Mountain News (http://InsideDenver.com)

Adapted from: Forte, Eric, "All the News That is Fit to Put On-Line: Internet Newspapers and News Sources", Colorado Libraries, Summer 1997, pp. 47-48

WEEDING*

Benefits

- ☞ Increase circulation as the collection is more available for browsing, which in a small library may be up to 90% of the circulation.
- ☞ Library will be more appealing with space for merchandising and display of books.
- ☞ More current information will enhance the public's trust of the library.
- ☞ Increase staff knowledge of the collection's strengths and weaknesses.
- ☞ Save time in locating books without crowded shelves which confuse the patrons and staff.

CREW Weeding Plan

Overview of CREW Guidelines for Weeding:

- ✔ Check Copyright Date of Book
- ✔ Check Year Since Last Circulation
- ✔ Check for Books that are "MUSTIE"

  M = Misleading
  U = Ugly
  S = Superceded
  T = Trivial
  I = Irrelevant
  E = Locate Elsewhere by Borrowing

- ✔ Check "CREW Guidelines" by Dewey Classification (see Appendix IV)

* adapted from: Belinda Boon, The CREW Method: Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries, Texas State Library, Austin, 1995

CREW 10 Steps in Weeding:

1) Make Weeding Part of Library Policies (see Appendix VI)

2) Keep statistics by Dewey classification (prioritize Dewey subjects identified as having oldest median age and high useage)

3) Set a Weeding Work Calendar (consider automation projects)

4) Gather Materials (to make notation on disposal of each book)

5) Examine Subject Area and then Each Book

6) Check Holdings and/or Take Inventory

7) Check Books against Standard Indexes

8) Sort Books by Bindery, Mending, Replacement, Recycle, or Discard (book sale, giveaway, etc.)

9) Check for Replacement Ordering

10) Display Low Circulating, Quality Titles for Better Exposure

Types of Disposal of Library Material:

Sell It = promotes good public relations and mildly profitable at a book sale

Donate It = even better public relations if not "junk"

Trade It = beneficial if trade "best" shelf sitters or duplicates to another library

Recycle It = improved environment

Destroy It = last resort with materials in the worst physical condition and can be misunderstood by patrons

APPENDIX I

Sample Collection Management Plan

COLLECTION MANAGEMENT PLAN OUTLINE

A) Community Profile

1) POPULATION:

	1980 Census	1990 Census	Current Estimate	Projection (2010) (list date)
City/Town:	1,331	1,207	1,461	1,753
County:	3,069	5,345	7,031	9,930

2) AGE LEVELS :

Census Data for City/Town

5 & under 10 %
6-17 21 %
18-24 8 %
25-44 27 %
45-64 19 %
65+ 15 %

Census Data for County

5 & under 13 %
6-17 18 %
18-24 5 %
25-44 39 %
45-64 16 %
65+ 9 %

3) RACIAL/ETHNIC COMPOSITION :

Census Data for City/Town or (County)

White 91 % Black 2.0 % Am. Ind. 3.0 %
Hispanic 15 % Asian 1.0 % Other 3.0 %

Most Recent Year (if available) (1997)

White 87 % Black 5.0 % Am. Ind. 4.0 %
Hispanic 23 % Asian 1.0 % Other 3.0 %

4) EDUCATION LEVELS

Census Data for City/Town

No high school diploma 39 %
High school graduate/GED 39 %
Some college, no degree 10 %
All levels of college graduate 12 %

Census Data for County

No high school diploma 18 %
High school graduate/GED 34 %
Some college, no degree 22 %
All levels of college graduate 26 %

5) INCOME LEVELS:

Census Data for City/Town

Household median income $14,730
Per capita personal income $7,943
State: household $30,733 per capita personal $18,814
Percent of all persons below poverty level 31 % State: 12 %

Census Data for County

Household median income $31,234
Per capita personal income $18,921
State: household $30,733 per capita personal $18,814
Percent of all persons below poverty level 9 % State 12 %

6) PLACE OF WORK BY COUNTY:

Percent of workers living in the county that also work in the county 43 %

7) EDUCATION OPPORTUNITIES:

a) List school district(s) serving the community and number of students enrolled by district(s). List private schools and homeschoolers.

2 School Districts - 1,280 students
Parochial School - 75 "
10 home school families - 25 "

b) List any pre-school and child care centers serving the community.

Child Care Centers - 2
Private home licensed day care - 6

c) List nearest four-year college/university, community college, adult education programs and/or vocational schools (both public and private).

Community College - 50 miles away
Vocational Education Center - 15 miles away

8) EMPLOYMENT CLIMATE:

a) List the major employers for people in the community. (even if they are not actually located in the community) What is the local unemployment rate?

U.S. Government center (next county) - USGS, BLM, Forest Service
Small ski resort - nearby
Regional Hospital - next county
School Districts
Tourism services

Unemployment rate: 1990 - 9%
1997 - 6%

b) Are there new businesses or industries coming into the community? If yes, please list names or types:

Proposed expansion of the ski resort
New motel with 50 rooms
Proposed juvenile detention facility

c) Are businesses or industries leaving the community or closing their doors? If yes, please list names or types:

Railroad closing line through town
Ranching / Agriculture lose each year
Mining reduced

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9) GENERAL COMMUNITY INFORMATION:

a) Check the information/media sources located in the community.

Local Sources: ___TV ✓ Newspapers ___Radio ✓ Satellite/Cable TV

b) List institutions that serve the community. Include hospitals, nursing homes, churches (only number and denominations), museums, other libraries,etc.

12 churches - 2 Catholic, 2 methodist, 4 Baptist, 3 Prosbyterian, 1 Lutheran
State Nursing Home and Regional Hospital - next county
National American Heritage Center - small
Small medical library in hospital

c) List the most popular recreation activities of the community. Include popular clubs, youth sports groups, nearby resevoirs/mountains, resorts, etc.

Fraternal organizations
Jr. & Sr. High School sports/drama
Skiing/ snowmobiling
Swimming pool - summer only
Hiking, camping, 4-wheeling

d) List retail and service stores in town (by number and type) and other locations where townspeople do major shopping. Is shopping aimed at tourists or the local residents? What kind of restaurants are availble?

Wal Mart - 50 miles
1 bank
1 pharmacy
1 lumberyard
1 funeral home
1 florist
2 auto repair
6 beauty shops/ barber
5 gift shops
4 motels
3 restaurants/ cafes, 4 fast food

e) Describe the housing in the community. Is it single family or apartments/condos? How old are the houses? Are they well-maintained? Does that vary by area of town? Where are the new houses being built?

City - most single family homes built in 1950's but well-maintained by seniors and young families. Area of apartments built in 1920's for ski area workers are getting run down as owner not doing upkeep.

43

County - mostly single family homes and condominiums built in 1980's and early 1990's on former ranch lands and still reasonably priced.

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B) Collection Profile

1) COLLECTION OVERVIEW

	Percent of total collection	Circ. as % of total circ.	# of In-Library Uses*	# of Interlibrary loans/ref. questions not answered*
Adult/Juv:				
000's	.9%	.9%	2	0
100's	1.4	.6	0	0
200's	1.4	.3	1	1
300's	8.6	3.4	11	12
400's	.2	.2	0	0
500's	5.0	2.8	1	16
600's	10.5	7.1	18	21
700's	7.2	4.0	5	6
800's	3.0	1.1	4	2
900's	7.2	3.4	20	9
Biography: (if separate collection)	4.0	.9	7	3
Fiction:				
Adult: (can break out by genres)	35.0%	31.0%	0	6
Young Adult:	6.0	3.3	9	5
Juvenile: (can break out by age)	17.2	16.5	25	3

* average per month by sampling

2) MEDIAN AGE ANALYSIS

	Median age of collection	Median age on shelf	**OR**	Median age circulated
Adult/Juv:				
000's	1982	1983		
100's	1978	1978		
200's	1978	1974		
300's	1988	1982		
400's	1981	1977		
500's	1979	1970		
600's	1983	1982		
700's	1986	1976		
800's	1973	1968		
900's	1982	1974		
Biography: (if separate collection)	1978	1971		

3) REFERENCE COLLECTION OVERVIEW

	Est. total number of titles	Percent of total collection	Median age on shelf
Reference:			
000's	62	.2%	1982
100's	176	.8	1978
200's	122	.5	1978
300's	633	3.0	1988
400's	27	.1	1981
500's	262	1.2	1979
600's	874	4.1	1983
700's	624	2.9	1986
800's	284	1.3	1973
900's	1,069	5.0	1982
Local History	56	.2	na
Genealogy	28	.1	na

C) Selection Objectives (Based on library and community profiles.)

1) MEETING DEMAND

List at least five subjects areas which are currently in demand and where the collection adequately meets patron needs:

a) Arts and crafts

b) Classics

c) World War II

d) Cookbooks

e) Local history

2) ACQUISITION NEEDS

List at least five subject areas where materials/information are lacking and/or out-dated and need new purchases. Make the list in priority order from highest to lowest and next to each subject indicate how the demand for additional or more current materials/information will be met, including print, Internet sites, ACLIN databases, CD ROM, etc.:

Subject:	How Need Will be Met:
a) Health/Medicine	Print, ACLIN Health menu, Internet, work with hospital library
b) Children/Youth	Print, pbs, videos
c) Science	Print, CD Rom, Internet
d) Ethnic materials	Print, pbs, videos
e) Adult literacy	Print, classes

D) Weeding Objectives

1) Weeding Priorities

List at least five subject areas of the collection for deselection/weeding in priority order from highest to lowest:

a) Health/ medicine

b) Science

c) Legal

d) Business/ careers/ employment

e) Travel

2) Disposal of Weeded Materials

Consider various options to dispose of and/or recycle weeded or deselected materials. (see chapter on Weeding)

APPENDIX II

Blank Collection Management Plan Form

COLLECTION MANAGEMENT PLAN OUTLINE

A) Community Profile

1) POPULATION:

	1980 Census	1990 Census	Current Estimate	Projection(list date)
City/Town:				
County:				

2) AGE LEVELS :

Census Data for City/Town

5 & under_____%	25-44_____%
6-17_____%	45-64_____%
18-24_____%	65+_____%

Census Data for County

5 & under_____%	25-44_____%
6-17_____%	45-64_____%
18-24_____%	65+_____%

3) RACIAL/ETHNIC COMPOSITION :

Census Data for City/Town or County

White_____%	Black_____%	Am. Ind._____%
Hispanic____%	Asian_____%	Other_____%

Most Recent Year (if available)

White_____%	Black_____%	Am. Ind._____%
Hispanic____%	Asian_____%	Other_____%

4) EDUCATION LEVELS

Census Data for City/Town

No high school diploma_____%
High school graduate/GED_____%
Some college, no degree_____%
All levels of college graduate_____%

Census Data for County

No high school diploma_____%
High school graduate/GED_____%
Some college, no degree_____%
All levels of college graduate_____%

5) INCOME LEVELS:

Census Data for City/Town

Household median income $_____
Per capita personal income $_____
State: household $ _____ per capita personal $_____
Percent of all persons below poverty level_____% State: ___%

Census Data for County

Household median income $_____
Per capita personal income $_____
State: household $_____ per capita personal $_____
Percent of all persons below poverty level_____% State:___%

6) PLACE OF WORK BY COUNTY:

Percent of workers living in the county that also work in the county_____%

7) EDUCATION OPPORTUNITIES:

a) List school district(s) serving the community and number of students enrolled by district(s). List private schools and homeschoolers.

b) List any pre-school and child care centers serving the community.

c) List nearest four-year college/university, community college, adult education programs and/or vocational schools (both public and private).

8) EMPLOYMENT CLIMATE:

a) List the major employers for people in the community. (even if they are not actually located in the community) What is the local unemployment rate?

b) Are there new businesses or industries coming into the community? If yes, please list names or types:

c) Are businesses or industries leaving the community or closing their doors? If yes, please list names or types:

9) GENERAL COMMUNITY INFORMATION:

a) Check the information/media sources located in the community.

Local Sources: ___TV___Newspapers___Radio___Satellite/Cable TV

b) List institutions that serve the community. Include hospitals, nursing homes, churches (only number and denominations), museums, other libraries,etc.

c) List the most popular recreation activities of the community. Include popular clubs, youth sports groups, nearby resevoirs/mountains, resorts, etc.

d) List retail and service stores in town (by number and type) and other locations where townspeople do major shopping. Is shopping aimed at tourists or the local residents? What kind of restaurants are availble?

e) Describe the housing in the community. Is it single family or apartments/condos? How old are the houses? Are they well-maintained? Does that vary by area of town? Where are the new houses being built?

B) Collection Profile

1) COLLECTION OVERVIEW

	Percent of total collection	Circ. as % of total circ.	# of In-Library Uses*	# of Interlibrary loans/ref. questions not answered*
Adult/Juv:				
000's				
100's				
200's				
300's				
400's				
500's				
600's				
700's				
800's				
900's				
Biography: (if separate collection)				
Fiction:				
Adult: (can break out by genres)				
Young Adult:				
Juvenile: (can break out by age)				

* average per month by sampling

2) MEDIAN AGE ANALYSIS

	Median age of collection	Median age on shelf	**OR**	Median age circulated
Adult/Juv:				
000's				
100's				
200's				
300's				
400's				
500's				
600's				
700's				
800's				
900's				
Biography: (if separate collection)				

3) REFERENCE COLLECTION OVERVIEW

	Est. total number of titles	Percent of total collection	Median age on shelf
Reference:			
000's			
100's			
200's			
300's			
400's			
500's			
600's			
700's			
800's			
900's			
Local History			na
Genealogy			na

C) Selection Objectives (Based on library and community profiles.)

1) MEETING DEMAND

List at least five subjects areas which are currently in demand and where the collection adequately meets patron needs:

a)

b)

c)

d)

e)

2) ACQUISITION NEEDS

List at least five subject areas where materials/information are lacking and/or out-dated and need new purchases. Make the list in priority order from highest to lowest and next to each subject indicate how the demand for additional or more current materials/information will be met, including print, Internet sites, ACLIN databases, CD ROM, etc.:

Subject:	How Need Will be Met:
a)	
b)	
c)	
d)	
e)	

D) Weeding Objectives

1) Weeding Priorities

List at least five subject areas of the collection for deselection/weeding in priority order from highest to lowest:

a)

b)

c)

d)

e)

2) Disposal of Weeded Materials

Consider various options to dispose of and/or recycle weeded or deselected materials. (see chapter on Weeding)

APPENDIX III

Sample Library Surveys

Library Services Survey

Your views are important to the Security Public Library

The staff and director of the Security Public Library are conducting this survey to evaluate library service and plan for the future. Your input would be greatly appreciated. **Thank you.**

What age group are you in?

❒ 13-17 ❒ 18-25 ❒ 26-40 ❒ 41-54 ❒ 55+

How often do you use the Library?

❒ Weekly ❒ Monthly
❒ Occasionally ❒ Never use

Is there another library you use regularly?

❒ Yes ❒ No
Which library? _____

Why do you usually come to the library?

❒ Specific topic or subject ❒ Public typewriters ❒ My work or job
❒ School assignment ❒ Copy machine ❒ Leisure reading
❒ Personal or family health ❒ Government information ❒ Income tax forms
❒ To bring my children ❒ To attend a program
❒ Other _____

How often do you find what you are looking for?

❒ More than 75% of the time ❒ 50-75% of the time ❒ Less than 50% of the time

Which of these items have you used or checked out from the library?

❒ Paperback books ❒ Best sellers ❒ Non-fiction ❒ Magazines
❒ Children's cassettes ❒ Videos ❒ Books-on-tape ❒ Vertical file
❒ Sports or recreation ❒ Hobby or crafts ❒ Repair manuals

Which of these services have you used?

❒ Reference, information, research ❒ Children's story time ❒ Adult tutoring
❒ Summer reading program ❒ Interlibrary loans

Your suggestions will guide us in making changes to meet your needs.
(Check all that you prefer.)

❒ More fiction books ❒ More copies of best sellers
❒ More books on specialized subjects (specify) _____
❒ More non-print materials (specify format) _____
❒ More programs for adults (suggestions) _____
❒ More programs for children (suggestions) _____
❒ Other (specify) _____

We appreciate your participation in the Security Public Library 1996 Survey.

Security Public Library 715 Aspen Drive Security, CO 80911 (719)392-8912

COMMUNITY SURVEY

The staff and directors of the Our Town Public Library are conducting this survey to evaluate library service and plan for the future. Your input would be greatly appreciated. Thank you.

1. Do you know the location of the Our Town Public Library? yes no

2. Have you ever used it? yes no

   If no, why not?

3. Is there another library you use regularly? yes no

   Which library?

   Why?

4. When is the last time you used the Our Town Public Library?

_____In the last week
_____In the last month
_____In the last three months
_____In the last six months
_____In the last year

5. Why do you usually come to the library?

_____Keeping up on a topic or subject
_____Making or fixing something
_____My work or job
_____A hobby
_____Personal interests
_____Class or course reading
_____A course paper or report
_____Sports or recreation
_____Personal or family health
_____Government information (Social Security, council minutes, etc.)
_____To attend a program
_____To bring my children
_____Other (Please specify)_____
_____

6. How often do you find what you are looking for?

_____Less than 50% of the time
_____50-75% of the time
_____More than 75% of the time

7. Which of these items have you used or checked out from the library?

_____paperback books
_____records
_____cassettes
_____films
_____video cassettes
_____equipment loan
_____magazines
_____newspapers
_____children's toys
_____cameras
_____art prints
_____maps

8. Which of these services have you used?

_____children's story time
_____films or lectures
_____books from other libraries
_____books by mail
_____phoning the library to answer a reference question
_____bookmobile
_____referral to other places
_____adult tutoring
_____library books available at another place

9. What two things would increase your use or satisfaction with the library?

_____open more hours
_____more help with looking for books and materials
_____more help answering questions
_____more programs
_____more magazines
_____more newspapers
_____more copies of popular books
_____more children's books
_____more teen-agers' books
_____more adult books

Please specify any subject areas in which you would like more books (i.e., health, hobbies, science fiction, etc.)

_____

_____

10. What age group are you in?

_____Under 12
_____13-18
_____19-39
_____40-64
_____65+

11. Sex _____Male _____Female

12. Occupation

_____Agricultural
_____Business/Professional
_____Government
_____Homemaker
_____Industry/Manufacturing
_____Military
_____Retail
_____Retired
_____Student
_____Unemployed

13. What was your approximate household income last year?

_____$0-$9,999
_____$10,000-$14,999
_____$15,000-$24,999
_____$25,000-$34,999
_____$35,000-$44,999
_____$45,000 or more
_____Don't know

14. Highest education level you have reached

_____Less than high school
_____High school graduate
_____Some college
_____College graduate

15. Number of people in your household_____

16. Number of library cardholders in your household_____

17. How long have you lived in Our Town?

_____All my life
_____20 years or more
_____10-20 years
_____5-10 years
_____less than 5 years
_____I don't live in Our Town

18. Part of town you live in *(In a large town, this could be the zip code. In a smaller town, it could be a small map, and people could indicate which section.)*

Thank you for taking time to answer this survey. Do you have any other comments or suggestions for us?

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STUDENT ATTITUDE SURVEY

1. Grade in school_____

2. Have you ever used the Our Town Public Library? YES NO

   If no, why not?

3. When is the last time you used the public library?

   _____Last week
   _____Last month
   _____In the last three months
   _____In the last six months
   _____In the last year

4. Why do you usually come to the public library?

   _____Class reading assignment
   _____Class paper or assignment
   _____Making or fixing something
   _____A hobby
   _____Personal interests
   _____Sports or recreation
   _____Personal health
   _____To attend a program
   _____To meet friends
   _____Other (Please comment)_____
   _____

5. How often do you find what you are looking for?

   _____Less than half the time
   _____Half to three-quarters of the time
   _____More than three-quarters of the time

6. The library atmosphere is

   _____Too quiet
   _____Too noisy
   _____Just about right

7. One thing I like most about the public library is: _____
   _____

8. One thing I really do not like about the public library is: _____
   _____

9. The librarians are :

   _____very helpful
   _____somewhat helpful
   _____not helpful at all

10. Do you have any other comments or suggestions for us?

IN-HOUSE SURVEY

In order to supplement what you learn from the Community and Student Surveys, you can conduct a quick and easy survey of people who use the library. It should be no more than three or four questions, such as:

1. Did you were find what you were looking for today? YES NO

2. If not, what was the subject or author or title?_____
   _____

3. Are you aware that we can reserve materials for you? YES NO

   Or look for them in another library? YES NO

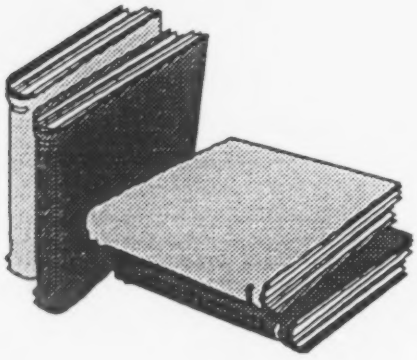
There is no need to conduct an entire survey that only duplicates the one you have already done for the whole community. The questions mentioned above, though, will give you specific answers to a few specific questions.

APPENDIX IV

CREW Weeding Guidelines

THE CREW METHOD:

Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries



Revised and updated by:

Belinda Boon
Library Development Staff

TEXAS STATE LIBRARY
Austin, Texas
1995

A Revision of:

The CREW Manual:
A Unified System of Weeding, Inventory, and Collection-Building for Small and Medium-Sized Public Libraries
by Joseph P. Segal

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THE CREW GUIDELINES FOR WEEDING YOUR COLLECTION

The formulas given here for the various Dewey classes are rules of thumb based on professional opinions in the literature and practical experience. The formula in each case consists of three parts:

1) The first figure refers to the years since the book's latest copyright date (age of material in the book);
2) The second figure refers to the maximum permissible time without usage (in terms of years since its last recorded circulation);
3) The third refers to the presence of various negative factors, called MUSTIE factors.

For example, the formula "8/3/MUSTIE" means: "Consider a book in this class for discard when its latest copyright is more than eight (8) years ago; and/or, when its last circulation or inhouse use was more than three (3) years ago; and/or, when it possesses one or more of the MUSTIE factors."

Most formulas include a "3" in the usage category and a MUSTIE in the negative factors category. The figure in the age category varies considerably from subject to subject. If any one of the three factors is not applicable to a specific subject, the category is filled with an "X".

MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and mark it for weeding:

M = Misleading (and/or factually inaccurate)
U = Ugly (worn and beyond mending or rebinding)
S = Superseded (by a truly new edition or by a much better book on the subject)
T = Trivial (of no discernible literary or scientific merit)
I = Irrelevant to the needs and interests of your community
E = The material may be obtained expeditiously Elsewhere through interlibrary loan or reciprocal borrowing.*

In all cases, **weeding decisions ultimately depend upon the professional judgments of the library staff who are responsible for the selection of materials** in response to the needs of their library's patrons. While the MUSTIE formula may be used as a guide in making weeding decisions, **these guidelines can and should be adjusted** to meet the needs of the specific library, by substituting numbers that best reflect the library's mission and goals.[35] **Carefully consider all the factors** involved in the weeding process, rather than automatically discarding an item with an older copyright date.

[35] Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 12.

*On the following pages are the CREW Guidelines by Dewey Class. An Overview Chart of the CREW Formula begins on page 57.

CREW GUIDELINES BY DEWEY CLASS

000 (Generalities)

004 (Computers)	3/X/MUSTIE	*Works on computers are seldom useful after three years.*[36] *Works on microcomputers and software have an even shorter life span, but may be kept on hand longer if there is strong community demand.*
010 (Bibliography)	10/X/MUSTIE	*Discard after ten years from the date of copyright.*
020 (Library & Info. Science)	10/3/MUSTIE	*Discard all that do not conform to current, acceptable practice.*[37]

030 (General Encyclopedias)	5/X/MUSTIE	*Stagger replacement sets over a seven year period (e.g., replace Britannica in year one, World Book in year three, Americana in year five, then a new Britannica in year seven); one new encyclopedia set at least every five years. Older sets may be sold or circulated, but withdraw circulating sets after no more than eight years.*
other 000's	5/X/MUSTIE	*Except trivia which may be kept indefinitely or until no longer considered useful or interesting.*

100 (Philosophy and Psychology)

133 (Paranormal Phenomena)	15/3/MUSTIE	*Should be kept until worn, although it will be necessary to replace lost titles every so often since this category*

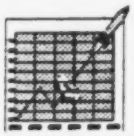
[36]"Weeding the School Library Media Collection," School Library Media Quarterly. Calgary Board of Education, Educational Media Team. Volume 12 Number 5, Fall 1984, p. 420.

[37]Ibid.

		includes the popular topics of fortune-telling, dream interpretation, and astrology.
150 (Psychology)	10/3/MUSTIE	*Try to keep abreast of new and popular topics, especially the 158's (self-help). Replace works on clinical, comparative, and developmental psychology within five to eight years.*[38]
160, 170 (Logic)(Ethics)	10/3/MUSTIE	*Value determined mainly by use. Replace worn classics with attractive trade paperback editions.*
200 (Religion) *Try to have something up-to-date on each religion represented by a church, synagogue, or other assembly in the community or region, as well as something on the well-known modern sects such as Hare Krishna.*[39] *Include timely and comprehensive information on the six major international religions: Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism.*	10/3/MUSTIE or 5/3/MUSTIE	*Use 10/3/MUSTIE except for areas of rapid change, which are 5/3/MUSTIE. (This area is difficult to weed because (a) the items are often donated and librarians fear criticism, and (b) religious works SEEM like they should be treated exceptionally, but they should not be.)*
300 (Social Sciences) *See that controversial issues are represented from all viewpoints and that information is current, accurate, and fair.*		

[38]Ibid.

[39]Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 13.



310 (General Statistics) 2/X/MUSTIE

Almanacs are seldom of much use after two years; add one, discard one every year, to keep only last three years in the collection. If possible, keep one copy in reference and one in the circulating collection for any year. Otherwise, copies from past years may be transferred from reference to circulating when superseded by new editions. All public libraries in Texas should have at least one general almanac and the Texas Almanac; need only last decennial census.

320 (Political Science) 5/3/MUSTIE

For topical books; historical materials are judged more on the basis of use: 10/3/MUSTIE.

330 (Economics) 5/3/MUSTIE

Update items available in revised editions. Be aware of radical changes in statutes, regulations, or general climate for a particular type of investment. Well-known authors with no newer books available and items intended as histories of a particular era may be retained[40] if MUSTIE factors are acceptable.

340 (Law) 10/X/MUSTIE

Replace when more current data becomes available. Never keep superseded editions, even on heavily used topics like divorce or child support.

[40]"Weeding and Replacement Ordering Utilizing On-Line Circulation Data and Community Subject Specialists." Unabashed Librarian, Number 51, 1984, p. 20.

350 (Public Administration) 10/X/MUSTIE *Keep up-to-date; replace when state and federal administrations change or constitutional reforms occur.*

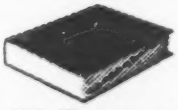
360 (Social Services) 5/X/MUSTIE *Discard career materials after five years;*[41] *older reference copies may be circulated. Pay close attention to revisions in standard test books (GED, ACT, etc.). Some may be retained for 10 years or longer if certain sections have not changed.*

370 (Education) 10/3/MUSTIE *Keep historical materials only if <u>used</u>. Discard all outdated theories; check with a teacher or principal if in doubt.*

390 (Customs, Etiquette, Folklore)

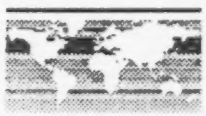
Folklore, Customs 10/3/MUSTIE *Keep standard works; weed according to use.*

Etiquette 5/3/MUSTIE *Keep only basic, up-to-date titles.*



400 (Language) *10/3/MUSTIE* *Discard old-fashioned and unsightly textbooks and outdated school grammars. Need only stock dictionaries for major foreign languages (e.g., French, Spanish, Italian, German), and any*

[41] "Weeding the School Library Media Collection," p. 421.

		other languages being studied or spoken in the community. Dictionaries: 5/3/MUSTIE.
500 (Natural Sciences)	5/3/MUSTIE	*Carefully evaluate anything over five years old, except botany and natural history.*[42] *Replace worn classics or significant historical works with new editions. Pay particular attention to the physics, environmental issues, and astronomy sections. Keep basic works of significant historical or literary value, such as Charles Darwin's classic Origin of Species, or Michael Faraday's Chemical History of a Candle. Replace worn copies with new editions.*
510 (Mathematics)	10/3/MUSTIE	*Replace older materials on algebra, geometry, trigonometry, and calculus with revised editions. Discard most titles covering slide rules and the "new math" of the 1960s.*[43]
 550 (Earth Sciences)	X/3/MUSTIE	*Geology books on specific regions, especially Texas, should be kept indefinitely, or until superseded by newer editions. All general materials should be replaced when new developments occur in the field (e.g., theories about continental drift and plate tectonics have been revised in recent years). Field guides for amateur*

[42]Van Orden, Phyllis J. The Collection Program in Schools: Concepts, Practices, and Information Sources, Libraries Unlimited, Inc., 1988, p. 247.

[43]"Weeding and Replacement Ordering Utilizing On-Line Circulation Data and Community Subject Specialists." Unabashed Librarian, Number 51, p. 21.

recent years). Field guides for amateur fossil, gem, and rock hunters can be kept for up to 20 years if physical condition allows, unless the area described has changed dramatically through man-made developments and/ or natural events.[44]

570 (Life Sciences) 10/3/MUSTIE

580 (Botanical Sciences) 10/3/MUSTIE

600 (Technology, Applied Sciences)

610 (Medicine) 5/3/MUSTIE *Except Anatomy and Physiology, which change very little: X/3/MUSTIE. Keep only the current year plus one previous year (one reference, one circulating) of PDR and other prescription and over-the-counter drug directories, replacing when new editions become available. Materials on fast changing fields of research, such as AIDS, genetics, cancer, and infertility: 2/X/MUSTIE.*[45]

630 (Agriculture) 5/3/MUSTIE *Keep up-to-date; be sure to collect information on the newest techniques and hybrids if you serve farmers or ranchers. Keep the Yearbook of Agri-*

[44]Ibid.
[45]Ibid, p. 19.

		culture for the last ten years; earlier if in demand, but be wary of those with outdated and potential harmful ideas, such as pest control using DDT.
635 (Horticulture)	10/3/MUSTIE	*General gardening books may be useful for up to 20 years, so circulation is the main weeding criteria. Books about propagation of specific flowers or plants are considered outdated after 10 years. Materials that discuss the use of pesticides and chemicals: 5/3/MUSTIE.*[46]
640 (Home Economics)	5/3/MUSTIE	*Be strict with old sewing and grooming materials in which styles change rapidly. Keep cookbooks unless little used; replace worn popular titles.*[47]
649 (Child Rearing)	5/3/MUSTIE	*Keep abreast of changing trends and new theories; replace worn standards like Dr. Spock's Baby & Child Care with newer editions.*
670 (Manufacturing)	10/3/MUSTIE	*Keep books on old clocks, guns, and toys since these items are often collected. Also keep works on tools, farm implements, etc. that are still used in your community.*

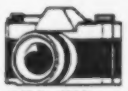
[46]Ibid, p.20.
[47]Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 15.

other 600's (Also Business)	5/3/MUSTIE	*Technology is making such rapid advances that any materials over five years old are to be viewed with suspicion; especially those dealing with drugs, space technology, sex education, radio, television, medicine, and office skills. (Check to see if resources contain any information of historical value).*[48] *One major exception: repair manuals for older cars and appliances should be kept as long as such items are generally kept in your community; replace when they become filthy or worn from use.*

700 (The Arts)

745 (Decorative Arts)	X/3/MUSTIE	*Retain basic technique books if well illustrated; replace worn and dated materials. Keep all materials on the history of interior design that are in acceptable condition. Discard general home decorating ideas after 10 years unless the decorating style becomes established as a distinct aspect of American interior design (e.g., "Southwestern," or "high-tech").*[49] *Keep stamp and coin catalogues up-to-date. Historical treatments of ancient, foreign, and commemorative coins may be kept indefinitely, unless the focus is market valuation, then keep no more than 5 years.*[50]

[48]Calgary Board of Education, Educational Media Team, p. 421.
[49]"Weeding and Replacement Ordering Utilizing On-Line Circulation Data and Community Subject Specialists," p. 22.
[50]Ibid, p. 21.



770 (Photography) 5/3/MUSTIE *Check closely for outdated techniques, and especially outdated equipment; if in doubt, check with local photography club or buffs.*

790 (Recreation) 10/3/MUSTIE *Discard and replace as rules and interests change.*

other 700's X/X/MUSTIE *Keep all basic materials, especially histories of art and music. Replace with new editions when they become worn and unattractive.*

800 (Literature) X/X/MUSTIE

Make a point of keeping files of assignments or reading lists from local schools, and check any discards against these lists. Asking local teachers to act as subject specialists when weeding this area is an excellent way to improve interaction within the community.

Keep basic materials, especially criticism of classic writers. Discard any works of minor writers no longer read in the local schools, unless there is an established demand among the non-student population.

900 (Geography and History)

910 (Geography and Travel) 5/3/MUSTIE *For guidebooks (such as the Fodor series) and for descriptive or scientific geography. Some may wish to stagger orders so that no guide is more than two years old.*

10/3/MUSTIE — *For personal narratives of travel, unless of high literary or historical value.*

Other 900's — 15/3/MUSTIE — *Main factors: demand, accuracy of facts, and fairness of interpretation. Consider discarding personal narratives and war memoirs of World War II, the Korean Conflict, and Indochina War, in favor of broader histories of these conflicts, unless the author is a local person, or the book is cited in a bibliography as having an outstanding style or insight. Discard dated viewpoints (e.g., the McCarthy Era "World Communist Conspiracy" theory of modern history). Retain some older Revolutionary War materials if local schools assign annual reports on the subject (e.g., many schools participate in the annual DAR writing contest).*

B or 92 (Biography) — X/3/MUSTIE — *Unless the person treated is of permanent interest or importance, such as a U.S. President, discard a biography as soon as demand lessens. This rule especially applies to ghost written biographies of faddish celebrities. Poor quality biographies of major figures should be replaced with better ones, if funds permit. Biographies of outstanding literary value, such as Boswell's Life of Johnson, are to be kept until worn.*

F (Fiction) X/2/MUSTIE

Discard works no longer in demand, especially second and third copies of past bestsellers. Retain works of durable demand and/or high literary merit, but replace worn copies with new editions; a nontopical, well-written novel appealing to universal concerns will continue to circulate at a moderate rate for many years.

E Fiction (Picture Books) X/3/MUSTIE

Evaluate all materials carefully using MUSTIE as a guide. Discard any not suitable for library use, including those with inferior bindings or any trite commercial publications that feature popular characters created merely to sell a product. Children's literature is a large part of the publishing industry; with the wealth of quality titles available, there is no excuse for keeping books with inferior stories or artwork in this section.

JF (Juvenile Fiction) X/2/MUSTIE

Except award books and those on school reading lists (e.g., John Newbery Award, Coretta Scott King Award, Bluebonnet lists). Older, worn editions should be replaced when possible with newer hardcover or paperback editions with contemporary cover art. Evaluate closely for outdated styles, artwork, and mores, or prejudiced viewpoints. Discard if format and reading level are not appropriate to the current interest level of the book. Discard topical fiction on dated

subjects and abridged or simplified classics in favor of the original, unless needed for slow or reluctant readers.

YA (Young Adult) Fiction 3/2/MUSTIE

Unless very popular. Keep current; any item that has not circulated within two years may be considered "dead" and removed. Discard YA fiction with outdated illustrations, story lines, or subjects. Replace older classics (e.g., The Pigman by Zindel; The Chocolate War by Cormier) with newer hardback or paperback editions.

J and YA Nonfiction

Use adult criteria for each Dewey category, but look especially for inaccuracy and triviality which are common faults of over-simplified children's nonfiction. See the section, "CREWing Children's Materials" for more detailed criteria.

Periodicals (Also Newspapers) 3/X/X

Bind only quality periodicals in constant use for research (e.g., National Geographic) and listed in Reader's Guide and other indexes in the library. Carefully weigh the costs for binding with costs for online searching or CD-ROM format. Other periodicals used for school research projects (e.g., Time, U.S. News and World Report): 5/X/X. If financially feasible, buy microforms (film or fiche) of magazines in heavy demand.

For the local newspaper, see section, "Local History." Clip other periodicals and newspapers sparingly for the vertical file before discarding.

Vertical File and Government Documents

VF (Vertical File)	1/2/MUSTIE	*Weed the vertical file rigorously at least once a year, with the exception of photograph or picture files. For text, keep only materials (newspaper clippings, pamphlets) covering topics of current interest for which no books yet exist (often a book will be published on a subject within six months after the material is placed in the vertical file). Date all materials when added to the file.*

Government Documents	X/X/X	*Libraries that serve as official depositories of federal documents are required by law to follow established procedures governing weeding outlined in Instructions to Depository Libraries. Procedures depend on whether the library receives some or all depository publications. Generally, documents produced in more than one physical format and superseded documents may be discarded on a routine schedule. The depository must return any money made from selling discards to the Superintendent of Documents. Selective depositories not served by regional depositories must keep one copy of all documents received through the depository system, so read rules and procedures carefully.*

Disposal of state documents may also be affected by state law.[51]

College Catalogs 2/X/MUSTIE *Keep current; keep only those catalogs from colleges of interest to students in your area and a few universities of national importance. If possible, circulate print copies of catalogs and reserve microfilm for in-house use.*

Nonprint Media (Also AV) WORST *Worn out, Out of date, Rarely used, System headquarters can supply, or Trivial and faddish. Monitor statistics of use for these materials and view/listen to them periodically to determine their condition. See the section, "CREWing Nonprint Media" for more detail on individual formats.*

Videocassettes 2/1/WORST *Examine closely after approximately 150 to 200 circulations; most commercial tapes wear out after about 250 to 350 viewings. Evaluate visual and sound quality; content accuracy; relevance of themes; and fairness of racial, cultural or sex role depiction; and the continuing relevance of material within the library's overall collection development plan.*

Local History X/X/X *Your library is also the logical archives of the community, and, in many cases, of the county. Retain all*

[51]Roy, Loreine. "Weeding," Encyclopedia of Library and Information Science, vol. 54, 1994, p. 382.

		books on the history and geography of the city and county; all local newspapers (on microfilm if possible; otherwise photocopy onto acid-free paper. Brittle newspaper or fragments have little value in research); all accounts of travels through your immediate area; all memoirs of local figures; and all local city directories. Keep most books by local authors (if of even minimal literary value); and some genealogies of important local families. Collect local photographs, playbills, and other ephemera of possible interest to future writers in your area. If possible, start an oral history program; the audio- and videotapes created are unique, and therefore not subject to the WORST criteria. To prevent local history materials, particularly unique, rare, or valuable items, from becoming worn or soiled, make them noncirculating or transfer them to archival collections, perhaps in a local museum.
Donations (Also Memorials)	X/X/MUSTIE	*Replace worn copies with newer editions if available, or newer books on the same subjects. Gifts are subject to the same criteria as other materials; items that do not circulate should be removed when they become worn or obsolete, regardless of their source.*

APPENDIX V

Sample Mission Statements

MISSION STATEMENT

The Upper San Juan Library District/Ruby M. Sission Memorial Library's mission is to give equal access to the intellectual resources that can most statisfy the needs and interests of the citizens of the district; and to provide diverse means to easily obtain and effectively use these resources within our budgetary restrictions.

MISSION STATEMENT

The mission of the East Morgan County Library is to enrich the lives of its patrons by serving as a resource center of reliable information to meet or exceed their educational, cultural, and recreational needs.

Adopted 2-8-95

Montrose Library District
Mission Statement

The Montrose Library District has been organized to serve the community as a general center or reliable information and to provide opportunity and encouragement for all individuals of the community to educate and entertain themselves. To this end, it is the responsibility of the MLD to provide service to the community; to assemble, preserve and administer, in organized collections, books and other materials and to promote their use for the development of an enlightened citizenship and enrichment of personal lives.

The Montrose Library District shall serve as a free, tax-supported institution available to all people of the community. It will be a source of print and non-print material for personal enrichment, education, and entertainment. The Library will provide information services and programs for children and adults, supplemental material for use by elementary and secondary school students, and will be a source of access to other library systems. It will serve as a center for reading, listening, viewing, and using the informational material and collections, and will be accessible to the handicapped and homebound. The library will make the public aware of the resources available.

APPENDIX VI

Sample Collection Policies

COLLECTION MANAGEMENT AND GROWTH

MONTROSE LIBRARY DISTRICT

Objective

The mission of the Montrose Library District is to provide modern library resources and services necessary to meeting the changing educational, cultural, recreational and informational needs of the public which will enhance individual and community life.

To support this mission, library materials are selected, organized and made accessible in order to anticipate and meet the variety of needs of our community.

Policy on Library Materials Selection and Censorship

The Selection Policy of the Montrose Library District Board of Trustees has established that:

1) The Library shall develop collections of merit and significance, whether acquired by purchase or gift. Each item of material shall be considered in terms of its value to the collection and the audience for whom it is intended. Reading and language abilities of the citizens will be considered.

2) Materials to be evaluated shall include a variety of formats such as: books for young people and adults, in hardcover and paperback editions; large-print books; periodicals; newspapers; pamphlets; recordings; tapes; microforms; maps; and data base services.

3) Materials shall be evaluated according to objective standards. Flexibility, openmindedness and responsiveness are required in the evaluation process. Consideration shall be given to expanding knowledge, changing social values, technological advantages and cultural differences where appropriate. As growth and change occur in these areas, the Library shall reevaluate materials which were not acquired.

4) Some materials may be judged primarily in terms of artistic merit, scholarship or their value as human documents; others will be selected to satisfy recreational and entertainment needs.

5) Different viewpoints on controversial issues will be acquired, including those which may have unpopular or unorthodox positions. The Library recognizes that those materials which offend, shock or bore one reader may be considered pleasing, meaningful or significant by another.

6) To avoid unnecessary duplication, consideration will be given to materials available to the public through other area libraries and community agencies.

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7) All collections will be accessible to all borrowers in good standing, regardless of their location, through extensive interlibrary loan services.

8) Recognizing that a materials selection policy can result in complaints from the public at large who may not understand the reasons why certain items have been included in the collection, the Library shall develop procedures for reconsideration of the item in question. Any patron has the right to question the purchase of an item for the library collection.

9) The Library Board of Trustees supports the American Library Association's (ALA) Bill of Rights, ALA's Freedom to Read Statement, ALA's Library Rights for Adults, and ALA's Free Access to Libraries for Minors.

Responsibility for the Selection of Library Materials

The authority and responsibility for the selection of library materials is delegated to the Library Director and, under his/her direction, to the staff who are qualified for this activity by reason of education, training and experience. Suggestions from staff members (other than those officially assigned the selection responsibility) and from library users are encouraged and seriously considered in the selection process. Any book and/or material so selected shall be held to be selected by the Board of Trustees.

Goals of Selection

The Montrose Library District selects, makes available and promotes the use of library materials, in a variety of formats, which:

1) Enrich and support the educational, recreational, cultural and informational needs of the users, taking into consideration their varied interests, abilities and learning styles.

2) Represent differing viewpoints on a subject.

3) Reflect the problems, aspirations, attitudes and ideals of a pluralistic society.

4) Support business, cultural, recreational and civic activities in the community.

5) Stimulate self-understanding and growth.

6) Enhance job-related knowledge and skills.

7) Increase knowledge of and participation in the affairs of the community, the country and the world.

8) Are appropriate to the level of the user.

The collections for young people are aimed at meeting the diverse educational, recreational, cultural and informational needs of that segment of the population from infancy through adolescence. Materials are included to provide enjoyment, stretch the imagination, cultivate a love of books and reading, stimulate creative abilities, supplement study and provide an awareness of the broad spectrum of moral and social values. Materials are selected which vary in format, content nd level to meet wide-ranging interests and demands, to help young people understand their own development, and to prepare them for informed participation in society.

Criteria for Selection

The evaluation of materials is characterized by flexibility, openmindedness and a responsiveness to the changing needs of the citizens of our community. These changing needs require that materials be evaluated initially and on a continuing basis. As a result, materials not recommended for purchase originally may, in fact, be purchased at a later date. Conversely, it is also possible that materials may still be considered unsuitable or unnecessary for the collection.

Materials are evaluated as a whole and not on the basis of a particular section or sections. A work will not be excluded from the Library's collection because it presents an aspect of life honestly or because of the frankness of expression.

While a single standard cannot be applied to each potential item for selection, materials are judged by appropriate criteria. In some instances, these criteria include artistic merit, scholarship or the value of the material to the informationa needs of the community. In other instances, the criterion may be substantial demand.

To build a diversified collection, which supports the Library's mission, the following objective criteria are used. These criteria apply to purchased and donated materials also.

General Criteria

1) Availability and suitability of format.

2) Suitability of subject, style and level for the intended audience.

3) Critics' and staff's reviews.

4) Reputation of the publisher or producer; authority and significance of the author, composer, filmaker, etc.

5) Timeliness or permanence of the material.

6) Quality of writing, design, illustrations or production.

7) Relevance to community needs.

8) Potential and/or known demand for the material.

9) Relative importance in comparison with existing materials in the collection on the same subject.

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10) Availability and accessibility of the smae material within the community.

11) Price.

Specific Criteria for the Evaluation of Factual Works

1) Currency and accuracy of the information presented.

2) Competence of author.

3) Objectivity.

4) Comprehensiveness and depth of treatment.

5) Clarity of presentation.

6) Usability of arrangement.

7) Inclusion in standard bibliographies and indices.

Specific Criteria for the Evaluation of Works Representing an Opinion

1) Representation of a challenging, though extreme or minority point of view.

2) Clarity and logic of presentation.

3) Usability of arrangement.

4) Comprehensiveness and depth of treatment.

5) Degree and accomplishment of purpose.

6) Availability of materials on the subject.

Specific Criteria for the Evaluation of Works of the Imagination

1) Representation of an important movement, genre, trend or culture.

2) Vitality or originality.

3) Artistic presentation and quality evidenced in the plot, setting, theme, characterization, point of view and style.

4) Sustained interest and entertainment.

Withdrawal and Discarding of Library Materials

Materials are regularly withdrawn from the Library's collection. They are withdrawn and discarded because:

1) They are out-of-date, that is, no longer timely or accurate.

2) They are so badly worn or damaged that they cannot be bound or mended.

3) It is cheaper to replace them.

4) They are once-popular materials no longer used.

5) Space considerations.

Materials, deemed lost or missing, are officially withdrawn from the record of Library holdings.

Replacement of Library Materials

A replacement is an item purchased to take the place of an identical title previously in the collection. It is the Library's policy not to replace utomatically all materials withdrawn because of lass, damage or wear. The need for replacement in each case is judged by two factors:

1) Existance of adequate coverage of the subject, especially if more current material is available.

2) Demand for the specific title.

Gifts of Library Materials

Gifts of books and other materials are accepted with the understanding that they may be used or disposed of as the Library determines is appropriate. New titles acquired in this manner are subject to the basic standards of selection. Replacements and duplicate copies are added to the collection if needed. The cost of processing and the availability of shelving space are also factors in determining the acceptance of gifts. The Library does not provide evaluations of gifts for tax deductions or other purposes.

Materials Preservation

Certain materials of long-term value and/or usefulness may be preserved through binding, microforming or some other technique.

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Louisville Public Library

Collection Policy

Adopted by the Louisville Public Library Board of Trustees, May 13, 1996

PURPOSE AND MISSION

The mission of the Louisville Public Library is to provide effective delivery of library and information services that meet the informational, educational and recreational needs of the community.

RESPONSIBILITY FOR SELECTION

The authority and responsibility for the selection of library materials are delegated to the Library Director and professional staff who are qualified for this activity by reason of education and training. Purchase suggestions from the general public and staff are encouraged, and are given serious consideration within the framework of policies determined by the Louisville Public Library Board of Trustees.

CRITERIA FOR SELECTION

Th Library will provide a wide variety of materials which may include books, periodicals, pamphlets, videocassettes, audiocassettes, CD-ROMs, pictures, maps, games, and electronic databases. Selection of all library materials shall be made in consideration of the following:

- contemporary significance or permanent value
- popular demand, even if not enduring in value, interest, or accuracy
- purpose and quality of the material
- representation of important viewpoint, trend, or cultural movement
- author's reputation, skill, and significance
- authority of the publisher
- listing in professionally recognized selection aids
- favorable reviews in professional, literary, or general periodicals
- suitability of physical form for library use (size, paper, print, binding)
- price, format, and ease of use
- scarcity of information in subject areas
- size and extent of the current materials budget
- size and extent of the existing collection
- holdings of other libraries within the region
- present and potential needs of the community

Materials are neither excluded nor proscribed because of the race, nationality, political, social, or religious views of the author, or because of individual or group prejudice within the community. The Library seeks to obtain presentation of all points of view and all sides of issues. Inclusion does not constitute endorsement of any particular viewpoint. The Library does not promulgate particular beliefs or views, nor is the selection of any given material equivalent to endorsement of the viewpoint of the author expressed therein.

AREAS OF LIMITED ACQUISITION

Selection of materials in certain areas is limited to very general or basic works which are not too specialized or considered beyond the province of public library service. These areas include:

- **Textbooks:** The Library will not attempt to supply textbooks and other materials required for school coursework, but will provide materials supplemental to, or correlative with, various courses of

instruction. Textbooks will be purchased only when they supply the best or only source of information on a subject.

- **Genealogy:** The Library will not attempt to supply specialized genealogy sources but will purchase general guides to help patrons learn how to trace their ancestry.
- **Religious Materials:** The Library will endeavor to build religious collections which offer a broad spectrum of information on the texts, doctrines, history, and leaders of all major religions and religious philosophies. To achieve this end, the Library will ordinarily purchase or accept as gifts only religious material of broad general interest. Materials which proselytize, propagandize, or foster intolerance toward other religions will not be included in the Library's collection. Materials published by church-owned or church-sponsored organizations will be accepted as gifts or be purchased only when they meet selection criteria.

GIFTS

Gifts shall meet the same selection criteria as purchased materials. Gifts are accepted subject to the following limitations: (1) the Library retains unconditional ownership; (2) the Library makes the final decision on acceptance, use, or disposition.

When the Library receives a cash gift for the purchase of materials, whether as a memorial or for any other purpose, the general nature of subject area of the materials to be purchased will be based upon the wishes of the donor. Selection of specific titles, however, will be made by the library staff in accordance with the needs and selection policy of the Library. Donated collections may not be shelved as separate physical entities. Such collections will be accepted only with the understanding that they will be integrated into the general collection. The only form of memorial identification will be a gift plate.

WITHDRAWAL OF MATERIALS

To ensure a vital collection of continued value to the community, materials which have outlived their usefulness will be withdrawn. An up-to-date, attractive, and useful collection is maintained by retaining or replacing essential material, and removing, on a systematic and continuous basis, those works that are worn, outdated, of little historical significance, or no longer in demand.

CHALLENGED MATERIALS

The choice of library materials by users is an individual matter. Responsibility for the use of library materials by children rests with their parents or legal guardians. Selection should not be inhibited by the possibility that materials may inadvertently come into the possession of children. The Library does not stand *in loco parentis*. While a person may reject material for himself or herself and for his or her children, an individual may not exercise censorship to restrict the freedom of others to read, see, or hear. Materials with an emphasis on sex, or containing profane language, should not be automatically rejected. It is not the purpose of the Library to stimulate or to cater to trivial, antisocial, prurient, or immoral interests. But no one, least of all a free public library, has the right to judge what another may read, view, or hear.

Citizen requests for reconsideration shall be made in writing and submitted to the Library Director. The Library's written consideration procedure will be followed and the Board of Trustees will review the complaint and render a final decision.

The Louisville Library Board of Trustees adopts and declares that it will adhere to and support:

The Library Bill of Rights

The Freedom to Read statement

The Freedom to View statement

All three of which are made a part hereof.

East Morgan County Library District

MATERIALS SELECTION POLICY

Statement of Mission

In accordance with American Library Association guidelines including the Freedom to Read statement and the Library Bill of Rights, the East Morgan County Library sees its all-encompassing responsibilities as collecting material appropriate to The East Morgan County Library District, organizing these resources, providing the public with access to the material, offering guidance in the use of resources, and participating in Interlibrary Loan. This selection policy reflects these responsibilities. The library is part of the educational and cultural life of the District and defines the library's role in the community as assisting in the democratic process through the free communication of ideas to develop and enhance the citizenry.

Role of the Library

The East Morgan County Public Library primarily serves the recreational needs of the citizens of the District. The provision of current and accurate information to the District is viewed as vital to the needs of the community; however, the recognition is made that timely information may not always be possible given the limited fiscal resource of the East Morgan County Library District. The library supplements cultural and educational needs while recognizing that there are other institutions which provide culture and education directly to the community. In order to serve the citizenry as effectively as possible, the library also serves as a bridge to the information and resources which reside beyond the walls of the library. The provision of research material except with regard to local history and local authors, is beyond the capabilities of the East Morgan County Library.

STATEMENT OF AUTHORITY

The ultimate responsibility for the materials in the East Morgan County Library lies with the East Morgan County Library District Board of Trustees with the head librarian performing within the framework of this selection policy. The Head Librarian (Director) activates this materials selection policy through the selection of materials for children, young adults, and adults. Recommendations from the public are encouraged.

BEST COPY AVAILABLE

Overall, the East Morgan County Library District addresses the goals for library service as outlined in the above statements through the provision of the best available materials on all levels and in all acceptable formats. Controversial issues will be addressed by the library's collection through the provision of material that speaks to all sides of an issue while maintaining a balanced collection. Acquisition of a title is based upon the merit of the specific title and the value of that title to the citizens of the East Morgan County Library District. Every effort will be made to discourage typicality and provide material of lasting worth yet still be responsive to current demand.

GENERAL PRINCIPLES:

Books of wide interest for the general public which includes classics from all periods of literature as well as popular light reading material will be acquired.

Weeding of the collection on a thorough and regular basis is as much a part of the collection development process as the purchase of materials.

Duplication will be avoided except for high demand materials and materials for the library science staff collection.

Specialized and ephemeral requests for topical material are answered through Interlibrary loan so that requests for the general user may be satisfied by the local collection.

No book will be eliminated from consideration because of language, violence, or explicit sexual depictions so long as the use of these elements is an integral part of the plot or character of the work.

SPECIFIC SELECTION CRITERIA:

Materials purchased and donated to the East Morgan County must conform to the following standards:

1. There must be a fit between the subject matter of a specific title and the existing collection when viewed within the community.
2. The publisher of the materials should be of national or regional reputation.
3. Inaccurate presentation of factual information will be avoided.
4. Material should be timely.
5. Complicated formats and excessively priced materials are considered undesirable.
6. Some materials are judged as essential because of the lack of good resources on the subject.
7. Most of the library collection should conform to average standards of readability and popular appeal.

The staff will make use of selection aids such as retrospective and current general lists, specialized bibliographies in areas suitable for the small public library, and standard current review media including **Booklist, Library Journal, The New York Times Book Review,** Wilson Library Bulletin and the current large **newspaper book columns.**

SPECIFIC POLICIES FOR DESIGNATED AREAS:

ADULT MATERIALS

Fiction: Books of a wide interest for the general public which include classics from all periods of literature as well as popular light reading material will be acquired.

Religion: Expertly written material which presents the fundamental concepts and beliefs of various religions is found in the collection, as the library maintains a well-rounded collection on major religions and their sacred writings. The East Morgan County Public Library will not add proselytizing materials to the collection but encourages popular presentations of new ideas and movements in religion. A limited number of books on astrology, witch craft, and other occult sciences are limited to the most recommended standard titles.

Health and Medicine: The East Morgan County Public Library acquires standard and popular materials in the areas of health, nutrition, hygiene, diseases, and medicine aimed at the general public. Scientific and authoritative materials on human sexuality are acquired for the general library user of every age and reading level. Materials judged as morbid or esoteric are not appropriate for the library collection.

Law: The library may purchase popularly aimed material dealing with either the philosophy of law or specific areas of law such as taxation, family law, and real estate. Laws and regulations for Morgan County and the state of Colorado are provided. The budget does not allow for purchase of laws and regulations of the United States or other states.

Government and Economics: Outright propaganda is avoided, while a balanced collection on American Government and economics as well as international government and economics is encouraged. All works which have or can influence people should be available.

Local History Collection: The East Morgan County Library District will acquire any and all local and state publications that reflect the heritage and historical development of the Plains areas to further build the Colorado Collection.

Young Adult Materials: The East Morgan County Library acquires materials of interest to junior and senior high school age that are not of a curriculum nature, although they may supplement the curriculum of the local schools. These materials are neither separately housed or designated except

for fiction works.

Foreign Language Materials: The East Morgan County Library will attempt to provide foreign language materials as needed.

JUVENILE MATERIALS

Juvenile Materials: The East Morgan County Library District acquires materials which are suitable in interest and comprehension to children from preschool through the eighth grade. Abridged editions of classic titles are purchased only when the flavor of the original is preserved. Graded readers are sparingly acquired. Some adult books which concern children's literature and for those who work with children are acquired; these titles may be duplicated in the staff library science collection.

E-Z Readers are purchased for young children on a continual basis in all areas of fiction.

Board Books for the Very Young Child are purchased with the idea that interaction between the family and the young child will foster a love of reading and learning at the earliest age.

Media: Various types of formats are purchased to reflect the current learning tools for the children of today in this community which includes book and cassette sets and videos for all ages. The computer center for the public will acquire various CD-ROM reference resources for patrons.

Foreign Language Collection: The East Morgan County Library will attempt to provide foreign language materials as requested and as needed.

GIFTS AND DONATIONS:

1. Gifts of books and other materials will be welcome provided they meet the same standards of selection as those applied to original purchases and provided they can be integrated into the general library collection and do not need special housing.
2. Gifts not meeting selection criteria will be disposed of to the library's advantage at the discretion of the library director.
3. Monetary gifts shall be encouraged. Money will be accepted at the discretion of the Board of Trustees. Gifts of money so accepted will be placed in a restricted fund and used for the purpose designated by the donor. If no designation is made, it will be used at the option of the Board of Trustees.
4. Gifts of art objects, portraits, museum articles, and landscape additions must be approved by the Board of Trustees prior to acceptance by the library district. Once a gift is accepted by the library it becomes the property of the district, to be used or disposed of in strict accordance with policies of the Board of Trustees.
5. The library district cannot evaluate donations for income tax purposes but will acknowledge in writing the number and type of materials given or the amount of the gift of money.
6. The Board of Trustees appreciates donations and will the donor and donation in the library's "Donor Book."

APPENDIX VII

Sample Internet Policies

Louisville Public Library

Acceptable Use Policy for Electronic Information Resources

Adopted by the Louisville Public Library Board of Trustees, October 21, 1996

Computer use has become an integral part of many library activities. Use of electronic information resources at the Louisville Public Library constitutes acknowledgment of the following conditions:

- Electronic resources are provided for educational, informational, and recreational purposes.
- The rights and privacy of others will be respected.
- Compliance with copyright and licensing laws is required.
- Unauthorized or illegal activities are prohibited.

Computer terminals are on a first-come, first-served basis. Individuals are asked to be respectful of others waiting to use our electronic resources. Each user is limited to a maximum of 30 minutes per day of use unless otherwise permitted by the librarian on duty and as long as no one is waiting to use the terminal. Library staff has the right to limit the number of people using a computer station at one time. Printing must be completed within the allotted daily 30 minutes of use. Electronic files may not be down-loaded to floppy disk or stored on library computers. The Library does not offer individual e-mail accounts or access to news groups. The Library reserves the right to restrict Internet protocols and functions, such as Telnet, at our discretion. Library staff will assist patrons with Internet use as time permits but cannot offer personal instruction. Reference staff are available to help patrons locate books, periodicals, and videos about the Internet.

Computing resources should be used in accordance with the ethical standards of the Library. Examples of unacceptable use (some of which may also have legal consequences) include, but are not limited to, the following:

- Destruction of, or damage to, equipment, software, or data belonging to the Library or other users
- Disruption or unauthorized monitoring of electronic communications
- Violation of computer system security or integrity
- Violation of guidelines of the networks traversed
- Unauthorized use of computer accounts, access codes, or network identification numbers assigned to others
- Use of computer communications facilities in ways that unnecessarily impede the computing activities of others
- Violation of software license agreements and copyright laws
- Violation of network usage policies and regulations
- Violation of another user's privacy

It is not acceptable to use the Library's computers for any purposes which violate federal, state, or local laws, or to interfere with or disrupt network users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the Library's networks.

Violators of the Library's Acceptable Use Policy will be dealt with in a serious and appropriate manner and may lose their library privileges. Illegal acts involving Library computing resources may also be subject to prosecution by local, state or federal authorities.

DISCLAIMER

Since the Internet is a global electronic network, there is no national, state, or county control of its users or content. The Internet and its available resources contain a wide variety of material and opinions from diverse

points of view. Some information on the Internet may be found offensive, inaccurate, or inappropriate by individuals. The Library cannot censor access to material nor protect users from information deemed offensive. The Library does not monitor, and has no control over, the information accessed through the Internet and cannot be held responsible for its content. Supervision or restriction of a minor's access to the Internet is the responsibility of the parent or legal guardian. Patrons are hereby notified that they are responsible for the access points they reach. Parents and children are encouraged to read "*Child Safety on the Information Highway*," reprinted and distributed with permission of the National Center for Missing and Exploited Children. Copies of this publication are available at the Library.

The Louisville Public Library supports intellectual freedom, and the American Library Association's interpretation of the Library Bill of rights, as it applies to Access to Electronic Information, Services and Networks. Library staff cannot control the availability or content of information links which often change rapidly and unpredictably. Not all sources on the Internet provide accurate, complete or current information. The Library cannot be held responsible for its content and assumes no responsibility for any damages arising from the use of Internet services.

Return to Home Page

INTERNET USE POLICIES

for the Douglas Public Library District

Background

It is the intent of the Douglas Public Library District to provide free, equitable, and organized public access to Internet resources. This access honors the fundamental library principle of intellectual freedom, an abiding respect for the dignity and privacy of individual inquiry.

In its World Wide Web site (http://douglas.lib.co.us), the Douglas Public Library District is committed not only to providing public access to this new communication medium, but also to:

- the development and/or purchase of local information resources (such as the catalog of our holdings, periodical indexes and databases, and other text files and databases of local or regional interest);
- the identification and organization of links to resources the library believes fit its general collection policies, including selected professional concerns such as training in the use of the Internet, censorship, literacy, etc.; and
- search tools that reach far beyond the efforts of the Douglas Public Library District to the manifold offerings of the Internet.

Disclaimer

In total, the Douglas Public Library District has no control over information accessed through the Internet. We cannot be held responsible for its content. As with other library materials, supervision or restriction of a child's access to the Internet is the responsibility of the parent or legal guardian. It is also the responsibility of the child, whose curiosity is surely tempered by his or her judgment and upbringing.

Much of the information on the Internet is timely, useful, and/or entertaining. Some of it is dated, erroneous, or offensive. This is also the case with printed materials. Library users should cast a cautious and critical eye on any and all data they discover. The job of the library is access, not endorsement.

Unacceptable Use of Electronic Resources

Any of the following actions may result in the loss of library privileges and/or criminal prosecution or other legal action. Unacceptable use of the Douglas Public Library District's electronic resources includes, but is not limited to, the following:

1. It is not acceptable to use Douglas Public Library District's electronic resources for illegal or criminal use.
2. It is not acceptable to violate the legal protections provided by copyright and licenses to program or data.
3. It is not acceptable to use Douglas Public Library District resources to seek to infiltrate a computer or computing system and/or damage or alter the software or hardware components of a local or remote computer or computing system.
4. It is not acceptable to seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users. Users shall not represent themselves as another user unless explicity

authorized to do so by that user.

5. It is not acceptable to falsify one's age to gain access to Internet sites.

6. It is not acceptable to use our Internet workstations beyond time limits established by library staff. The purpose of our Internet workstations is to aid research, not to provide access to personal e-mail accounts and chat rooms. If no one is waiting to gain access to the workstation for research, e-mail and chat room use may be permitted. If patrons are waiting for the workstation, however, patrons' use of the terminal will be limited to research browsing and research printing only, not to exceed a total of twenty minutes. If the patrons have already been using the terminals for 20 minutes, they are expected to, and may be required to, surrender use of the terminal immediately. This time limit may change without notice.

In general, we expect that our patrons will be both law-abiding and civil.

Links from the library's web site

A "link" (hypertext reference) from the library's home pages to other sites does not imply endorsement of the views expressed at those sites. The Library Director, in keeping with the general goals described above, is responsible for the selection of the links.

"Local" links provide access to community information and services primarily or largely directed to Douglas County citizens. In general, the library does not link to individual businesses, although it may include such umbrella organizations as area Chambers of Commerce. The library may also, from time to time, add links to highlight particular issues or subjects library staff believe to be of interest or entertainment value to its patrons. Such links may be changed frequently or infrequently at the sole discretion of the Library Director.

Web hosting

Effective from the adoption of this policy, the library will not offer web hosting services to any new non-library agency or organization.

Revised and Adopted by the Douglas Public Library District Board of Trustees on February 12, 1998

Return to DPLD Home Page

Internet Travel Advisory

The Internet contains a variety of valuable information resources. As you travel along the Information Super Highway, however, you may encounter information which is inaccurate, outdated, or offensive. Use of Internet resources carries with it a responsibility to evaluate the quality of the information you access. Parents are responsible for the use of Internet resources by their children.

[ACLIN Home Page] [Library Resources] [Information Resources]